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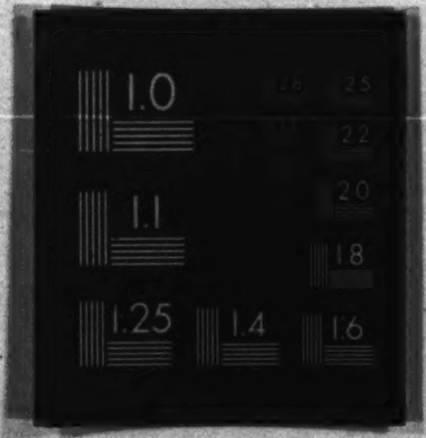
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STUDENT PARTICIPATION IN DECISION-MAKING
WITHIN PHYSICAL EDUCATION AT THE
SECONDARY SCHOOL LEVEL

by

© EZEKIEL E. ESIMIKE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Student Participation in Decision-Making Within Physical Education at the Secondary School Level," submitted by Ezekiel Enubiaka Esimike in partial fulfillment of the requirements for the degree of Master of Arts.

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Date Dec. 19, 1974

ABSTRACT

The research reported in this thesis attempted to determine the level of student participation in the decision-making processes within the physical education curriculum at the secondary school level. The methodology of the research involved a questionnaire given to students and staff at four secondary schools in Edmonton, Alberta.

A search of the literature on participation in the decision-making revealed significant research, although the area of physical education was not specifically studied.

The investigation yielded data about the perceived and preferred levels of student participation. In general, the level of student perception of their involvement was much lower than their level of preference. Females perceived and preferred lower levels of involvement than males.

In terms of staff attitudes to student involvement in the decision-making process, it was evident that staff members both perceived and preferred a lower level of involvement for students than did the students themselves. It was not clear whether this difference was due to lack of sensitivity to students or to a different conception of the decision-making process.

However, the investigation indicated that students perceived and preferred less involvement in requisitioning monies, class schedules, awarding grades in physical education, purchasing physical education equipment and selection of non-professional staff. But they perceived and preferred greater involvement in informing parents about physical education displays, entering teams against other teams and selection of extracurricular activities.

On the other hand the staff's replies showed that the teachers perceived and preferred least involvement in preparing class schedules, awarding of grades in physical education, purchasing physical education equipment, requisitioning for monies, using physical education facilities by community groups, and greater involvement in informing parents about physical education displays.

The conclusion reached in this study indicated that students would almost consistently prefer a higher level of involvement.

ACKNOWLEDGEMENTS

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

> Educators, parents and pupils are all concerned with the content of the physical education program and the method of instruction used to disseminate the body of knowledge it encompasses (1:1)

Traditionally, administrators have assumed the responsibility for decision-making relative to the provision of the curriculum required to meet the needs of secondary school students. More recently, faculty members have shared the responsibility associated with decision-making and carrying out the decision. Today, to some extent, students share with administrators and teachers in the decision-making processes regarding their curriculum.

Chesler (2:9) stated that:

> A primary issue today is how to help create systems of shared power with greater student decision-making in secondary schools.

Ratsoy (3:169) also referred to student involvement and made the following statement:

> Schools seem to be moving in the direction of more participation by staff and students in the decisions affecting them. The findings of the studies reviewed in the paper suggest that such moves which could be viewed as moves towards participative management may lead to certain positive consequences.

MacKay (4:5-8) said that the decentralization of authority in the decision-making processes within the school tended to induce rationality into the student-teacher relationship. When authority is centralized in the principal it is often autocratic and dysfunctional.

The prospect of student participation in decision-making has been attractive to many schools. Notwithstanding this, the researcher believes that improving decision-making processes in education, and physical education in particular, depend upon a review and analysis of the administrative procedures already in use. If innovations are to be discovered and implemented, a study of this nature has to be undertaken.

Pennington, (5:11) stated:

> Canadian physical education is experiencing a period of tremendous change and growth. With this state of flux comes the responsibility on the part of the public and administrators to insure that this represents improvement rather than regression. . . . It thus becomes necessary for those concerned with the welfare of the school child to contemplate, study, and revise programs which exist at the present time.

One of the great outcries of the past decade among students has been for greater involvement in the decision-making process of the academies. It is anticipated that some of the issues associated with student participation in decision-making with regard to the administration of physical education programs will be improved with this survey.

The focal point to be considered in this study, will be to determine students' perceptions and preferences for involvement in the decision-making process with a view to gaining information relevant to the administration of physical education at a high school level.

THE PROBLEM

The procedure of this study was to determine, through the questionnaire survey method, the degree of students' involvement in the decision-making process with regard to physical education administration. It was anticipated that a relationship between perceived and preferred involvement would be determined. The principal areas to be investigated were:

(1) A measurement of students' perceived self-involvement in the decision-making processes associated with physical education.

(2) A measurement of students' preferred involvement in decision-making processes associated with physical education.

(3) The determination of the differences, if any, between perceived and preferred involvement in the decision-making processes associated with physical education.

(4) A measurement of the degree of importance which students and staff attach to sixteen decision-making processes associated with physical education.

(5) A measurement of perceived student involvement by staff in decision-making processes associated with physical education.

(6) A measurement of preferred student involvement by staff in decision-making processes associated with physical education at the secondary school level.

RESEARCH QUESTIONS

Specifically the research questions were:

(1) What do secondary school students now perceive their decision-making involvement in selected areas of the physical education program to be?

(2) Do any of the following variables affect these perceptions?
  (a) Sex.
  (b) Level of school - Junior vs Senior High School.
  (c) School in which student is enrolled.

(3) What do secondary school students prefer their decision-making involvement in selected areas of the education program to be?

(4) Do any of the following variables affect these preferences?
  (a) Sex.
  (b) Level of school - Junior vs Senior High School.
  (c) School in which student is enrolled.

(5) What do the teachers of these students now perceive the decision-making involvement of their students in selected areas of the physical education program to be?

(6) What do the teachers of these students prefer the decision-making involvement of their students to be in selected areas of the physical education program?

(7) What importance is attached to student involvement in the selected areas of the physical education program by:
  (a) Students?
  (b) Staff?

(8) In which areas is perceived and preferred student involvement seen to be greatest and the least by:
  (a) Students?
  (b) Staff?

SIGNIFICANCE OF THE STUDY

This study was intended to provide systematic information pertaining to high school students' perceptions and preferences regarding participation in the decision-making process in selected physical education areas. Hopefully, insights gained from a review of literature and high school developments may be useful to other high schools embarking on student participation in decision making in the field of physical education. The high schools in which the analysis was carried out should also benefit from the results obtained.

In addition, Nigeria, the writer's homeland, is a developing country which is interested in sports and physical education. It was the writer's considered opinion that a study of this nature, i.e. an examination of the administration of physical education in an advanced country, would be helpful because of possible implications for Nigeria.

DELIMITATIONS OF THE STUDY

The specific delimitations were as follows:

(1) The study was limited to four secondary schools because those schools were accessible and would provide the most readily available data for analysis.

(2) The study was limited to junior and senior high schools in the public school system in an urban area.

(3) The study was primarily for local use but may

have some effect on policies of other schools.

(4) The study was restricted to school issues in the junior/senior high schools.

(5) The investigation was limited to physical education teachers and students involved in the organization of the school physical education program. The student group was represented by Athletic Council Members, Intramural Council Members, and organizers of sporting activities from each school. It was assumed that they would have a greater insight into the decision-making processes in physical education administration.

OPERATIONAL DEFINITIONS

Terms are defined as follows:

Democratic Administration: Democratic administration accords to a group and the individuals composing it the responsibilities for participation in the making of decisions that affect undertakings of the group and the activities and the interests of the individuals composing the group.

Perceived Involvement: Perceived involvement, for the purpose of this study refers to high school students' perceptions of the degree to which they were involved in certain decision-making activities.

Preferred Involvement: A measurement of the kind of involvement in the decision-making process which the student would prefer if he had a choice.

Decision-Making Process: The actual process by which decisions are made concerning matters such as curriculum and programs by faculty and students.

ORGANIZATION OF THE THESIS

The first chapter gives a general introduction to the statement of the problem and the importance of the study. The problem and the research questions were also presented. The operational definitions and delimitations were described.

Chapter II presents a review of the literature and research related to the study.

Chapter III presents the research design and methodology involved in the study. The chapter included a discussion of the instrumentation, selection of schools, selection of sample, selection of decision items, pilot study, data collection procedure, and methods of data analysis.

Chapter IV presents the findings of the study and discussion of the results obtained.

Chapter V summarizes the study, provides conclusions, and offers suggestions for further investigation.

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CHAPTER II

LITERATURE REVIEW

Introduction

The concept of participation has been prominent in the North American research literature related to industry and education for at least forty years. In industry, participative management is referred to as industrial democracy, a concept which presents a model for creative administration of an organization. Participative management is based upon those precepts which recognize the attitudes and relations of workers to each other. The model is of course applicable to education. However, relatively little is known of this approach in education compared with industry. Notwithstanding, educators have been attracted by the prospects of participative management and as a result increasing research has been conducted to find out how institutions of learning could benefit best from the application of the participative approach.

Ratsoy points out (1:162):

> Findings in industry seem to suggest that decisions reached through cooperative effort have desirable consequences. The result may be rises in productivity, improved morale, strong worker commitment to the organization, or other positive pay-offs. The implications to be drawn from these studies are that industry benefits from "participative approaches" without undesirable consequences accruing to workers.

> The extent to which the "research findings" of studies undertaken in industry can be related to education and, even more important, the extent to which they are indeed reliable findings have at times been called to question . . .

Bender and Richardson (2:1) point out that human resources concepts of management may be useful to colleges having problems with governance.

This chapter is organized to focus attention on the principle of participation as reviewed in the psychological and human resources administration literature and its application to education and physical education in particular.

PARTICIPATION: PSYCHOLOGICAL AND HUMAN RESOURCES PERSPECTIVES

Central to the theme of human resources theory, writers on organizations such as McGregor (3) Maslow, (4) and Bennis (5) agree that appropriate facts about man's psychological nature exist which are essential to formulate principles of organization. On the bases of man's psychological nature Argyris (6) argued that persons must be able to influence or participate in, those decisions which they perceive as important. Tannenbaum (7:94) stated that: "Participation is effective in creating a work environment that enhances motivation and is psychologically rewarding to members." In college governance, Richardson et al; (8:9) suggested that: "Within the participative model, every one is expected to grow, change, and develop."

Recent contributions to administrative theory come from a group of industrial management experts who have taken the findings of human sciences-- the psychological concepts, particularly from social psychology-- and applied them to problems of management and human relations. One of the experts was McGregor, who considered human motivation with regard to different types of rewards and punishment. The two sets of opposing assumptions identified by McGregor are Theory X and Theory Y.

Theory X maintains that man is motivated by material needs: he needs external controls and left to his own devices he will perform at a minimum level. McGregor's Theory Y assumes that man is motivated by both material and psychological needs to self-actualize, and he will practice cooperation and self control where there are objectives to which he is committed.

In a school setting, Theory X suggests that the average student prefers and needs to be directed, wishes to avoid social responsibility and has little ambition. This form of administrative behavior assumes that most people, including students, need to be coerced, controlled, directed and threatened to get them to perform. Any other approach is "soft", as opposed to a hard or realistic. However, as McGregor points out, such coercive restraints are required more for the meeting of lower level needs, i.e. survival and security needs, rather than higher level needs, i.e. achievement and recognition needs.

Though the school situation under scrutiny in the study is not a management problem in the sense dictated by wage levels and the like, it is similar in that the qualities of self respect and self-fulfillment which are themselves important needs of students cannot be served by an overly rigid teaching environment.

An interesting aspect of Theory Y is the humanistic argument that external control is not the only means of control over a social group. Self-control proves to be an equally effective method of control and in the long run can create both better students and citizens.

Likewise, the average student may in fact seek out the responsibility for his own actions and want to abide by rules of propriety. The final intent of humanistic methods of control is to direct students in such a way so that they more fully understand themselves in modern society. Democratic administrators especially, must possess and understand the human element and be able to assess effectively the result of various actions, requiring a unique combination of both the intellect, and a knowledge of human nature.

It seems that an understanding of the principles of participation and associated concepts would help towards a positive approach to participation in decision-making. It becomes necessary therefore to discuss briefly:

(a) the psychological concepts and

(b) the nature of human resources theory underlying the role of participation.

PSYCHOLOGICAL FOUNDATION

Humanistic psychology views man as an "open systems model." Central to this is the fact that man's personal growth is dependent on his interaction with others in his environment. Thompson and Van Houten (9:13) stated:

> The open system strategy thus views man as purposive as interdependent with the physical and social environment, and as actively involved in transactions with that environment as he pursues his goals. This requires not only that man develop mental processing capabilities - for thinking, deciding, and so on - but also that he acquires information and beliefs which allow him to "know" the persons and things in his environment and to cope wtih them.

Combs, Avila and Purkey (10:66) observed:

> Man is not inert, not a thing, not simply an object willy-nilly at the mercy of his environment. He is a system that is aware and continuously in search for fulfillment.

Human resources theory suggests that interaction with other persons is an important aspect of our lives and that freedom, sense of responsibility, and concern for others, spring from willing cooperation and interdependent relationships. Kelley (11:324) shares similar notions of freedom, responsibility and self fulfillment with Combs, Avila and Purkey (10) and stated:

> We have already seen that selfishness disappears as people discover fulfillment. As the self expands, increasing numbers of other people are brought into its organization and treated as extensions of self. In the degree to which fulfillment occurs then, behavior of the individual becomes increasingly responsible.

In the educational setting Rogers (12) sets out several criteria or principles of independence associated with humanistic psychology. It is the climate of learning which Rogers discusses and with which several other educational theorists are also concerned with. One of the prime "qualities which facilitate learning" is what Rogers calls "prizing, acceptance and trust." By this set of qualities, Rogers refers to the effect of prizing the learner, prizing his feelings, his opinions, his person. It is caring for the learner, but a non-possessive caring. By this Rogers means that the student should immediately be given a sense of his own worth as a person.

A further criterion is "empathetic understanding." As Rogers (12:111) put it:

> When the teacher has the ability to understand the student's reactions from the inside, has a sensitive awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased.

The teacher must cope with the problem by creating a framework for the students on both an abstract and a personal level. Using such guidelines it is clear that there are specific situations under which student's self fulfillment is promoted and others where development is retarded. Learning is promoted when a teacher seeks to work with the student as an individual and draws upon his own (the teacher's) resources as a human being. This is an old conception of teaching, in reality, and is "modern" only in the sense that it was "forgotten" among more authoritarian and objective teaching models.

HUMAN RESOURCES THEORY

Another theoretical orientation that contributes to participation in decision making is the human resources theory. Human resources theory suggests that organizational effectiveness is determined by group norms and non-economic rewards. The theory assumes that satisfaction and morale are raised by group participation in decision making, by democratic, permissive leadership, and increased lateral communication.

Some of the management literature approaches, corresponding roughly with participative management, have carried the labels "Human Relations Model" and "Human Resources Theory." The distinction between conventional "human relations" and "human resources theory" is illustrated by Miles (13:2) as follows:

Human relations approach:

Participation → Satisfaction → Productivity

Human resources approach:

Participation → Productivity → Satisfaction

According to Miles, the human relations concept of participation was based on the assumption that extrinsic rewards were prime motivators. It was assumed that there was frequently a direct link between economic rewards and productivity.

Satisfaction, it was assumed could be gained from bonuses and participation in decision-making and satisfaction would in turn lead to increased productivity.

The human resources school of thought recognizes the necessity to meet lower needs but emphasizes that engagement of higher social psychological needs can be achieved through involving members in decisions related to work productivity. In this school of thought, it is believed that high levels of individual satisfaction and group morale result in greater organizational effectiveness. As summarized by Maslow (4:148):

> A greater value is usually placed upon the higher need than upon the lower by those who have been gratified in both. Such people will sacrifice more for the higher satisfaction, and furthermore will more readily be able to withstand lower deprivation. For example, they will find it easier to live ascetic lives, to withstand danger for the sake of principle, to give up money and prestige for the sake of self-actualization.

It is interesting to note that the application of human resources theory to school administration is gradually gaining ground. It is assumed that our present "bureaucratic" institutions may be modified to make fuller use of the new strategy which has a connotation of democratic administration. Writers such as Maslow (4), Argyris (6), and Bennis (5), agree that other outcomes associated with participation are decreased alienation, improved decision making and better communications.

The next theoretical concepts to be discussed are the human resources concepts of communication, control and power as they apply to participation in decision making.

HUMAN RESOURCES CONCEPTS OF CONTROL, POWER AND COMMUNICATIONS

The concepts of control, power and communication are essential in the new strategy of the human resources approach. As Kelley (11:27) pointed out:

> Control is seen as a by-product of increasing personal satisfaction within the environment focussing on the integration of individual and organizational objectives.

When increased use of management control is used employees are deprived of opportunities of participation in decisions affecting their career and consequently feelings of psychological failure arise.

Shaffer (14:2) pointed out another type of control involving self discipline which may be achieved when subordinates in the organization are enlightened, involved and committed to clearly defined objectives.

Tannenbaum (7:98) referred to control in decision-making in the following way:

> . . . the character of participation can vary widely. It may imply nothing more than a lone supervisor who considers the feelings and the ideas of his men before making decisions or it may refer to a formal and pervasive system of delegation that involves substantial influence for subordinates. Group meetings, for the exchange of ideas and the exercise of influence, may also be part of the process. But

essentially, it is a matter of some degree of control by subordinates over work-related matters.

In Tannenbaum's view, power, as related to participation in decision-making, is additive and expanding . When people are involved in creating their own controls, greater commitement of psychological energy and better coordinarion between every member leads to more effective performance by the whole organization. Conflict is inevitable in a social process when power is exercised continuously by one level of the hierarchy to the neglect of the other.

As regards decision-making in a school situation, the traditionally highly structured classroom is typically described as teacher-centred, or teacher-directed, and authoritarian, or autocratic, because the complete responsibility for determining the decisions to be taken and the control of actual class procedures are solely the teacher's.

In contrast, the more modern classroom, with the application of the human resources theory, is called democratic because of the much greater degree to which students participate in planning and directing the classwork. The students participate in planning activities and making decisions about class matters as the class proceeds.

With regard to communication and decision-making, Likert (15) and McGregor (3) observed that when communication flows upwards and is accurate, subordinates and superiors come close psychologically. Consequently, the superior is correctly informed of the expectations, reactions, obstacles, problems and failures of his subordinates and problems can be dealt with effectively. The superior who interacts and communicates with his subordinates and allows their involvement in the decision-making process, contributes to the building of an effective organization.

Participation has many implications and dimensions. Katz and Kahn (16) consider participation as opposed to authority a source of motivation to members in an organization. Katz and Kahn stress that participation provides members with the opportunity to perform, as part of their role in the organization, activities which they find rewarding. This form of motivation recognizes the psychological needs of members and facilitates their satisfaction. Consequently, members get gratification.

The participative approach, however, has not been easy as many problems are posed by its application. Participative management without adequate precaution may lead to shifts of power and authority from the upper to the lower echelon of management. This shift of power may threaten persons working under the traditional control system.

However, the participative approach takes into consideration some human dimensions such as cooperative behavior, self directing activity, development of individual personality, and identification with organizational goals. These human dimensions require an environment for development. McGregor (3) advocated that specific methods exist for learning skills and changing attitudes which may enhance the participative approach.

Beckhard (17:6) in support of an environment for human development stated that:

> . . . if a goal is to change attitudes and/or behavior, a particular type of learning situation is required for such change to occur. One does not learn to play golf or drive a car by getting increased knowledge about how to play or drive a car. Nor can one change his managerial style or strategy through receiving input of new knowledge alone. It is necessary to examine present behavior, experiment with alternatives, and begin to practice modified ways, if change is to occur.

The participative approach requires a favorable atmosphere or environment for its implementation. It therefore becomes necessary to anticipate unexpected consequences which might be incurred in adopting a new strategy in the decision-making structure.

Ratsoy (1:163) provided an illustration of change in decision-making structure when he observed:

> There seems to be evident a tendency for some elements in the cluster of North American schools, if not the entire cluster, to move away from the more highly structured and hierarchically organized pattern of school organization to one that has a "more open climate and greater student and teacher involvement in educational decision-making. Perhaps in this way the same kind of sporadic attempts at changing the organization within schools which were characteristic of England in the 1920's with the Neill, Curry, and Russell ventures are once again being made.

Argyris (6:28) singled out some companies which he claimed, "tried to be participative in the morning, found that it just didn't work and reverted back to old authoritarian styles by afternoon."

In practice the participative approach takes time and patience, because of some unexpected side effects which are the outcomes associated with rapid change in organizational procedures. Maslow (4) and Argyris (6) stress the significance of gradual, planned change. These influential factors should be considered in the application of participative concepts to education.

APPLICATION OF PARTICIPATIVE CONCEPTS TO EDUCATION AND PHYSICAL EDUCATION

Before discussing the participative approach, a brief description of the traditional view will be outlined.

Bidwell (18:972-978) writing about traditionally operated schools, made three assumptions:

1. That the school is a service organization whose function is a service with moral and technical socialization of the clients who are the pupils.
2. That the role structure of the school is dichotomous with respect to pupil and staff roles.
3. That all schools are to some degree bureaucratic, characterized by a division of labour, a definition of staff roles as offices, a hierarchic ordering of offices, and operation according to rules of procedure.

Regarding traditional schools, Friesen (19:59) made the following statement:

> Within the bureaucratic model the student . . . has very little control of goals, practices and organization. Even though he is the cause of the school's existence, . . . he has . . . no real part in the goal formation of his organization.

Ratsoy (1:1) in his study of participative and hierarchical management, wrote:

> An important question only partly answered is whether the relationships identified as between the bureaucratic variables and situational and personal variables examined are causal. Caution should therefore be exercised in drawing implications for practice. Nevertheless, on the basis of overall consistency in the findings, the writer proposes that moves toward participative management approaches and away from rigid hierarchical organization of schools should lead to positive consequences such as improved supervisor effectiveness, greater teacher satisfaction, a decrease in student alienation, and improved student achievement.

In contrast to the traditionally organized school with its rules and punishments, the participative approach depends on the student's sense of responsibility to induce him to behave.

Campbell *et al*; (20:220) verbalized the opinions of many educators when they stated:

> The modern concept of administration rejects the idea that the administrator is "the boss" who makes decisions for the group, and it will not condone the paternalistic attitude of the administrator who through his kindly and fatherly wisdom and maturity makes decisions for the welfare of the group.

As regards participative principles in their application to educational organizations, Owens (21:88) observed:

> . . . the importance of the individual's participation in decisions which affect him has aided the development of a concept with which names such as Argyris, McGregor, Malow and Herzberg are associated. Essentially, this concept is that organizational behavior is strongly affected by social influences and the need for the individual to control himself. Thus the trend is not only away from the arbitrary, coercive, autocratic exercise of power, but to more effective personal involvement.

In a school setting, participation and the human resources theory suggest that involvement in decisions relevant to the participant leads to self-actualization and an increased sense of responsibility.

Also, participation motivates members of a school to become more deeply involved in the goals and values of the school and involvement in turn contributes to the personal development of students.

Maslow's theory of motivation (4:91-92) based on a hierarchy of needs is applicable here, when he stated:

> It refers to man's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency may be phrased as the desire to become more and more of what one is, to become everything that one is capable of becoming.

Dill (22:233-250) also stressed that involvement increased participation. He wrote:

> . . . bridging the gap that often exists between making and implementing decisions by making them in ways that make the people who will have to help carry them out feel identified with their successful implementation.

Stewart (23:27-30) commented that decision making in the educational environment hinges upon several basic considerations. Among other things, the basic educational purposes of the environment have to be assessed. Not all educational decisions need to be made by the teacher even though the teacher is in closest proximity to the educational requirements of the students. Rather, the student can and should be consulted as to his educational aims.

Regarding physical education programs, Van Vliet and Howell (24) advocated student participation in developing a physical education program, so that students developed a closer feeling of responsibility toward the program and consequently, they (students) derived much greater value from their efforts as they found the activities more stimulating.

In deciding about curriculum development, there seems to be a good reason to include students in decision-making groups. Consider the "identification theory" which says that decisions should be made as close as possible to the point of implementation. No one is closer to the point of implementation than the students themselves.

Stewart (23:30) pointed out that:

> The motivation and valididty of the persons involved with the development of curriculum rises sharply with their sense of identity with the activity undertaken. The things 'we' do are much more vital than the things 'they' require us to do.

There are references in the literature to support student involvement in curriculum building. Educators have, for the most part, been reluctant to acknowledge that it is the students who will ultimately be affected most by the school's programs and their development.

In curriculum development, Taba (25:452) referred to student-staff involvement in curriculum planning stating that:

> There are expectations that students and teachers in their classrooms will organize the curriculum, that they will outline the topics, and decide what to say about each. This . . . seems apt to lead to a thoughtless plan unless there is a clear concept of the

> limits within which students can contribute. Clearly, there is a distinct function that all these groups can serve in the total job of curriculum development, and the decisions on participation must rest on who can best do what, and not on a sentimental concept of democratic participation.

Democratic participation poses questions with regard to student involvement in decision-making. Research findings could provide answers for some of these problems.

RESEARCH FINDINGS ON STUDENT PARTICIPATION

There are a number of questions to be raised in connection with student participation.

1. Should all groups which have an interest in a decision be given the option of participating in the making of that decision?

The nature of the task, the kind of organization, and the types of individuals involved in the decision-making process are the factors to determine the type of group decision making technique to be used. Each problem situation demands a different decision-making technique. However, Milton (26:301) says that there has been a popular trend in recent years toward group decision-making techniques. This trend can be substantiated.

Collins and Guetzhow (27:52) attribute the superiority of group decision making to the additional resources and judgment offered by the group. (a) The group will have access to more extensive resources than an individual member; and (b) Group products will frequently be superior because the pooling of individual judgments eliminates random error. This view is supported by Osborn (28) who claimed that the "average person can think up twice as many ideas when working with the group as opposed to working alone."

Many educators believe that democratic or group process theory is an integral part of physical education and is essential in the modern physical education curriculum. According to Resick et al; (29:28): "Group processes, or democratic process, refers to the manner in which individuals function in relation to one another when working toward a common goal."

Central to the question of education in a democracy, Resick et al; (29:29) emphasize the point that:

> . . . one of the outstanding characteristics of the group process is an emphasis upon cooperative social action. This implies that in any educational undertaking--whether it is the selection of uniforms, the purchase of equipment, or a curricular decision--everyone participates to the best of his ability. This is predicted upon the belief that those who must abode by policies should participate in them.

Relating the question of group process to adolescent individuation, it is clear that the degree to which the student learns to make decisions within a framework such as physical education depends upon the opportunity the student is allowed. In a study of children, White and Lippitt (30) concluded that children who were organized into groups that were autocratically led tended to be quarrelsome and hostile.

In comparison, children arranged into groups which were democratically organized tended to be more friendly and cooperative. It seems clear, then, that the pattern in which the teacher is responsive to the needs of the student and allows the student to take an active leadership rôle is an important adjunct to the physical education curriculum.

2. Do high school students want to participate to greater extent than they perceive themselves participating?

The literature reviewed suggests that they do.

In the 1950's Gregg (3) reported that studies showed that students wanted a more active role in decisions in the school.

In 1969, Deiseach's study (32) found that first year education students, all of whom had just graduated from high school the previous year, supported the view that high school students should be active in the school through participation in decisions.

MacKay (33) supported the idea that a wide-spread movement toward increased student power is beginning to have effects on pupils.

Friesen (19) is another educator who has stressed student involvement in the important activities of the school. He believes that the student can achieve self-actualization when, he is allowed to develop a sense of responsibility in real choices, in method, and content of the curriculum. The emphasis is on commitment through participation. This view had been advanced for years in support of students' participation in decision-making.

Jeffares in reviewing literature in connection with participation, observed some issues which were raised against student participation. The issues were the legitimacy of decisions which have been made by students, competency, the element of transience in college students, student maturity, accountability, and apathy.

Notwithstanding, Day (34) and Jeffares (35) indicated that students and faculty want to participate in decisions which affect them. The latter author noted that students and sympathetic faculty members are usually supported by democratic ideology and concepts from human resources theory which are both idealistic and theoretical.

Friesen (19), a strong advocate of student involvement in decision-making, contended that students are active learners, searching for and responding to problems and ideas as they perceive them. He stressed that students were no longer passive recipients of the knowledge possessed by teachers but demanded rights in deciding what they want to learn, and how to learn it.

Dill (24:381) has noted that "there have been studies which show that both teachers and students want a more active role in decisions."

3. Who should make the decisions in the senior high school? This question is the focal point of many power struggles within the school. In a democratic setting, it seems more relevant to ask how decision-making can be made more amenable to all those groups affected by a particular decision.

Campbell et al; (20) pointed out that former concepts of school administration contended that the principal was "captain of the ship" and decision-making was a "line of function" delegated to the principal from a central-office administration. More recently, many educators believe that teachers and students have undermined this line of control.

In any event, Lane et al; (36:136) stated that cooperative decision-making between administrators and teachers is gaining wide acceptance. Ratsoy (37:16) added that it can only be a matter of time before students are also involved in the process, particularly at the high school level.

On the question of who should make decisions at the high school, it would be relevant to state the views of Grodon (38:60) who said that:

> A group decision made on the basis of the available resources of all members, including the leader, will be a wiser decision for the group than a decision based upon resources of the leader alone.

In concluding this chapter it would be useful to summarize the characteristics of schools of the future which would adopt humanistic procedures. Kroll (39:116) observed that:

> Finally, I'd like to make a few guesses as to what some of the characteristics of schools of the future might be if we follow humanistic procedures of system development. Communications and flow of activity occur easily in this environment. Students and teachers will participate in planning their experiences through group discussions and in private consultation. The concept of grades or classes will eventually disappear. Students will pursue their work in both individual and group modes. The focus of the curriculum will be experiential rather than primarily abstract. Students will have an opportunity to have concrete experiences in the community as part of their education. They will have chances to synthesize and crystallize their experience in group discussion with others who have had similar experience. This opening of space and openness to the community will take place at all levels of education, and education will become a continuing activity throughout life. The focus on earning will not be efficiency and rapid rate of performance in fixed sequences of verbal material. It will be understood that when a person wants to do something that requires that he learn a skill first, he will be motivated to apply himself. The students will be aware that they share in the responsibility for the school. They will be the central force in the school, and they will want to be with each other, hear each other, and will care about themselves and about each other. These are some of the characteristics that schools of the future may have. I hope we make the right choices today.

SUMMARY

The research literature reviewed in this chapter suggests that the participative approach has its theoretical foundation in human resources as administrative theory.

The implications of "human resources theory" for student participation and involvement in decision-making were discussed, together with findings from theoretical and empirical research which favour and militate against student's participation.

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CHAPTER III

RESEARCH DESIGN AND PROCEDURES

This chapter explains the method used to gather and analyse the data. The problem is to determine through the questionnaire survey method, the degree of students' involvement in the decision-making areas with regard to physical education administration in four Edmonton High Schools.

SELECTION OF THE SCHOOLS

Four schools from the Edmonton Public School System in Edmonton, Alberta Canada were selected for the investigation. Two senior high and two junior high schools were chosen. The following criteria were considered in making the selection.

(1) Size.
(2) Location.
(3) Length of time in operation.

SIZE OF SCHOOLS

Two senior high schools and two junior high schools were selected for the study in order to compare and contrast results obtained from the investigation.

The senior high schools were larger in size and registered students in grades 10, 11 and 12 while the junior high schools were smaller in size and registered younger students in grades 7, 8 and 9. The age groups and grades were considered important in the study.

LOCATION OF SCHOOLS

The two senior high schools were located on the northern and western outskirts respectively of Edmonton city while the two junior high schools were in the southern part of the city.

LENGTH OF TIME IN OPERATION

The two senior high schools were opened in the nineteen fifties while the two junior high schools began operation in the nineteen sixties. The time of the school's operation was important to note as administrative policies affecting schools changed from time to time.

THE SENIOR HIGH SCHOOLS

Jasper Place High School was opened in 1959 and was located in a residential area near the western outskirts of Edmonton city. The role in 1974 was 2400 students and the school employed 110 teachers. The school had a Student Union and class representatives who helped to organize school activities.

The physical education department drew up the physical education program. However, in discussion with the physical education staff members, it was learned that a change to a more democratic form of administration was anticipated, whereby the school would have an Athletic Council made up of six teachers and five students who would jointly plan the physical education program. The school had programs for physical education classes, interscholastics and intramurals.

Queen Elizabeth High School was opened in 1960 and was located in an urban area in the north of Edmonton city. The enrollment was 1600 students and the school employed sixty-nine teachers. The school had a Student Union in the student administration. The physical education department decided the physical education program, but in addition the department issued questionnaires to students at the end of the year in order to survey their opinions and obtain feed-back which would strengthen the program. The school had programs for physical education classes and interscholastics, but no intramural program as there were no teachers available to supervise intramurals.

THE JUNIOR HIGH SCHOOLS

Avalon Junior High School had an enrollment of 550 students and the school employed twenty-five teachers. The school was opened in 1965; it was located in an urban area in the southern part of Edmonton city. The physical education department decided the physical education program with no input from students. The school had instructional classes, interscholastics and intramurals.

Kenilworth Junior High School was opened in 1964. The enrollment was 500 students and the school employed twenty-teachers. The school had an Intramural Council in the administration of physical education. The Intramural council had thirty-eight members made up of two students (one male and one female) from each of the nineteen classrooms. The Intramural Council was an organization of students which planned and executed intramural programs with the cooperation of physical education teachers. Twelve members came from grades 7 and 8 respectively, fourteen members came from grade 9. The members of the Council fulfilled the following obligations:

(1) To handle entry forms for all athletic events

(2) To announce leagues, referees' clinics and allocation of dates and rooms.

(3) To meet every second Monday at noon to discuss matters arising from the physical education program and to make recommendations.

PILOT STUDY

The pilot study was used to check the phrasing of the questions and the general format of the questionnaire. The pilot study was conducted at Kenilworth Junior High School. A random sample of twenty-five students and five teachers were involved in the pilot study. These participants were not involved in the final investigation.

After the pilot study, the following corrections were made on the questionnaire.

(1) The questions which were difficult for students to comprehend were deleted or re-written.

(2) Minor changes were made in the sentence structure of the decision items.

RELIABILITY AND VALIDITY OF THE INSTRUMENTS

The concept of test reliability involved how well the test measured whatever it was designed to measure. In addition to the reliability of a test, it was also necessary to be sure the test measured the things it was intended to measure. In all cases it was assumed that true answers were given to the questionnaire.

The validity of the instrument was also established after the questionnaire had been reviewed by a panel attached to the Edmonton Public School Board including, Dr. H. Hohol, the supervisor of Physical Education (see Appendix B).

The panel from the Public School Board was asked to suggest any changes which they felt would improve the instrument in measuring students' expectations with respect to selected physical education items.

The questionnaires were returned with minor changes for clarification. The design of the decision items was not challenged nor the instrument's validity questioned.

The concept of content validity referred to the validity of an item and the appropriateness of the background information needed to answer the item. In this study most of the decision areas in the questionnaire were selected with author-support to establish the concept of content validity.

SELECTION AND JUSTIFICATION OF SUITABLE DECISION-MAKING ACTIVITIES

The decision-making items pertain to the administration of physical education in a high school situation. The areas were selected from literature with author support.

Hughes (5) has discussed contemporary physical education and administrative considerations in program development.

Hughes (5:158) observed that:

> The total physical education program as broadly conceived includes the instructional program, intramural program and extramural activities, and school community recreation.

The sixteen decision areas were derived from the administrative program development listed above.

Oberteuffer (6) listed five categories which constitute a brief but cogent evaluation of a physical education program. The five categories were:

(1) Administrative.

(2) Curricular.

(3) Instructional.

BELL-FAST BOND

(4) Extra-curricular.

(5) Public relations.

Oberteuffer (6:429-430) remarked:

> It should enable communities to identify the strength and weaknesses of their physical education programs and to direct attention to areas needing further research and action for improvement.

The sixteen decision areas were considered appropriate as they had parallels with the categories listed by Oberteuffer.

Apart from the readings in Hughes and Oberteuffer, other authors Jeffares (1), Bucher (2), Daughtrey (3), Enger (4), Resick (7), Sanborn (8), Siedentop (9), and Van Vliet (10), contributed ideas which led to the selection of the sixteen critical decision areas.

In addition to the author support for the decision items, the physical education teachers in the schools investigated were interviewed to obtain information about students' preferences in areas of involvement in decision-making items. On these bases, the sixteen decision areas were selected.

SELECTION OF SAMPLE

The study sample consisted of one hundred students and nineteen physical education teachers in four Edmonton Public Schools. Twenty-five students (males and females) were selected from each of the four schools. All of the physical education teachers in each school were also involved.

The investigation was limited to physical education teachers, and to students who had some experience in the administration of the schools' physical education program.

By this means, students and teachers with a common interest in physical education could voice their opinions regarding the improvement of the administrative procedures in the schools concerned.

Random selection was used in the sample. At Kenilworth School for example, a list of the thirty-eight members in the intramural council was presented and the names in the list were randomly selected for the sample.

In the three other schools, a list of students nominated by various classes who helped to organize or administer the sports program was presented and the names were selected at random. In this way, one hundred students, seventy boys and thirty girls, were randomly selected for the investigation. The physical education teachers were few in number and all of those in the four schools were involved.

In Jasper Place High School, twenty-five out of 2400 students, (1.0 percent) were investigated while all seven physical education teachers out of 110 teachers (6.4 percent) were surveyed.

In Queen Elizabeth High School, twenty-five students out of 1600 (1.5 percent) were investigated while all four physical education teachers out of sixty-nine teachers (5.8 percent) were surveyed.

In Avalon Junior High School, twenty-five students out of 550 (4.5 percent) were investigated while all five physical education trachers out of twenty-five teachers (20.0 percent) were surveyed.

In Kenilworth Junior High School, twenty-five students out of 500 (5.0 percent) were investigated while all three physical education teachers out of twenty teachers (15.0 percent) were surveyed.

QUESTIONNAIRES

The questionnaire was entitled "Student Participation in Decision-Making Processes Within Physical Education At The Secondary School Level".

Before the investigation started, a request including the questionnaire was submitted to the Edmonton Public School Board for permission to conduct the research. Permission was received pending minor revisions to the questionnaire. Subsequently, letters were sent to the four high schools concerned: Jasper Place Composite High School, Kenilworth Junior High School, Avalon Junior High School and Queen Elizabeth Composite High School. A copy of this letter has been included in Appendix A.

In order to obtain information from both students and staff, a questionnaire made up of fifty-three questions was prepared. Each of the fifty-three questions referred back to one of the sixteen decision areas. Both students and faculty in the athletic departments of the Edmonton high schools surveyed were asked to take twenty to thirty minutes to answer the fifty-three questions. Each respondent was informed of the nature of the study and the requirements of the writer.

Modelled after the survey of Jeffares (1:54), the questionnaire was divided into four parts:

PART I: Personal Information
PART II: Perceived and Preferred Participation
PART III: Importance of Involvement
PART IV: Addendum

The main differences between Jeffares' and the writer's questionnaires were as follows:

(1) Jeffares centred his questions around two colleges in Alberta, while the writer directed his questions to four schools at the junior and senior high school levels.

(2) Jeffares' decision items were centred on college governance, while the writer's decision items were specifically related to physical education in secondary schools.

(3) Jeffares' questions were limited to students only while the writer's investigation included students and faculty members.

After students and staff members were selected, clearance was obtained from the instructors. The questionnaires were supplied to all taking part in the study and were completed in the presence of a teacher assigned for supervision.

THE STAFF QUESTIONNAIRE

A copy of the questionnaire has been included in Appendix C.

In Part I of the questionnaire provided to the staff, the staff member was asked to note with which school he was associated, how many years he had taught, his age, and whether or not the school had an Athletic Council made up of students and staff.

In Part II, the staff members were asked to rate the degree of student involvement in selected decision-making areas. There were five possible choices for each question.

T	Entirely by students
SF	Predominantly by students
E	About equally, students and faculty sharing the involvement
PS	Partially by students with control vested predominantly in faculty
M	Minimally by students, or not at all

For Part II, also there were two questions related to the sixteen areas of study as outlined earlier. The respondent was asked to make two judgments on each question, the degree to which students were presently involved, and the degree to which students should be involved. For example, one question asked: In deciding about new courses, to what extent do you believe that,

(i) students are presently involved?

(ii) students should be involved?

In Part III there was only one question for each area. The respondent was asked to make an assessment as to the degree of importance of students' involvement in the selected decision-making items. The question asked was: Of what importance to you is students' involvement? The five categories for these questions were:

H of high importance to you.
C of considerable importance to you.
M of moderate importance to you.
S of slight importance to you.
L of little or not importance to you.

THE STUDENT QUESTIONNAIRE

The student questionnaire was similar to the staff questionnaire in Part I and exactly the same in Parts II, III and IV. In Part I, the student was asked to state with which school he was associated, his grade in school and sex. The student was also asked to give his age and degree of interest in physical education.

PROCESSING THE DATA

On the completion of the questionnaires, the rating scales of 5, 4, 3, 2, 1 were used to record the scores in the questions to Part II. In this part of the questionnaire, there were five choices for each question. The rating scales were as follows:

T Entirely by students
SF Predominantly by students
E About equally, students and faculty sharing the involvement
FS Partially by students, with control vested predominantly in faculty
M Minimally by students or not at all

In Part III, the five categories attached to the question with their rating scales were as follows:

H of high importance to you - 5
C of considerable importance to you - 4
M of moderate importance to you - 3
S of slight importance to you - 2
L of little or no importance to you - 1

Once the data were generated by the two questionnaires, the data were compiled in order to derive a determination of both preferred and perceived involvement in the decision-making process. The results were reported by the use of tables, with descriptive analysis in Chapter IV.

Part IV, included the addendum. In this section, respondents were encouraged to make additional comments.

TABLE 1

AUTHOR-SUPPORT FOR DECISION-MAKING ACTIVITIES

Decision-Making Items		* Authors									
		1	2	3	4	5	6	7	8	9	10
6 & 7	Deciding new course in physical education	X	X					X	X		X
8 & 9	Deciding kinds of activities	X	X								X
10 & 11	Physical education courses being optional/compulsory								X		
12 & 13	Improving physical education classes	X							X	X	
14 & 15	Instructional Procedures	X				X	X				
16 & 17	Deciding class procedures					X	X		X		
18 & 19	Receiving grades in physical education	X	X								
20 & 21	Disciplinary procedures					X	X				
22 & 23	Purchasing physical education equipment	X	X					X	X		
24 & 25	Requests from School Board		X	X							
26 & 27	Informing parents about physical education displays						X				
28 & 29	Using school equipment by community	X	X								

TABLE 1 (Continued)

Decision-Making Items	1	2	3	4	5	6	7	8	9	10
30 & 31 Entering athletic teams against other schools								X		
32 & 33 Selection of Extra-curricular activities						X				
34 & 35 Selection of Non-professional Staff					X					
36 & 37 Dismissal of Non-professional Staff					X					

*Authors

1. Bucher	6. Oberteuffer and Ulrich
2. Daughtrey and Woods	7. Resick
3. Enger	8. Sanborn and Hartman
4. Hughes-French-Lehsten	9. Siedentop
5. Jeffares	10. Van Vliet and Howell

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CHAPTER IV

DATA ANALYSIS

The Division of Educational Research Services Program, ANOVA 40, was used to analyse the data arranged as a series of two-factor designs. The results of the data analysis are presented with a descriptive analysis supplemented by tables in relation to the research questions outlined.

FINDINGS RELATED TO RESEARCH QUESTIONS

1. What do secondary school students now perceive their decision-making involvement in selected areas of the physical education program to be?

From Table 2 it can be seen that the mean scores for students' perceived involvement in the decisions ranged from 1.4 to 2.7. This means that, in general, students perceive that their involvement in decision-making can be described as minimal to almost equal involvement. Students perceive themselves to be least involved in preparing the budget for submission to the School Board (means of 1.4) and most involved in decisions to enter athletic teams against other schools (means of 2.7).

2. What do secondary school students prefer their decision-making involvement in selected areas of the physical education program to be?

From Table 2 it can be seen that the mean scores for students' preferred involvement in decision-making ranged from 2.4 to 3.7. This means that students prefer that their involvement in decision-making to be equal involvement by faculty and students to almost predominant student involvement. Students prefer themselves least involved in preparing the budget request for submission to the School Board (means of 2.4) and most involved in decisions to enter teams against other school (means of 3.7).

3(a) What differences if any are there between boys and girls in their perceptions and preferences regarding involvement in selected areas of physical education program?

From Table 3 the differences between male and female perceptions on the decision items can be determined directly.

Analyses of variance indicated significant differences between perceived and preferred mean responses for all 16 survey questions (see Table 3, degrees of freedom (d.f.) 1-98, probability (p) < .01). None of the involvement by sex interaction reached significance.

The females' perceived involvement in decision-making ranged from 1.3 to 2.9. It was evident that the girls perceived that their decision-making involvement can be described as minimal to almost equal involvement. The female students perceive themselves to be least involved in preparing class schedules (means of 1.3) and most involved in informing parents about physical education displays (means of 2.9).

TABLE 2

STUDENT PERCEIVED AND PREFERRED MEANS

Decision-Making Items		Means Perceived	Preferred
6, 7	Deciding new courses in physical education	1.8	3.2
8, 9	Deciding kinds of activities to be offered	1.9	3.2
10,11	P.E. courses being compulsory/optional	2.1	3.3
12,13	Improving physical education classes	2.1	3.3
14,15	Deciding instructional procedures	1.8	2.6
16,17	Deciding class schedules	1.5	2.6
18,19	Receiving grades in P.E. courses	1.6	2.5
20,21	Disciplinary procedures	1.7	2.7
22,23	Purchasing physical education equipment	1.5	2.5
24,25	Request for monies from the School Board	1.4	2.4
26,27	Informing parents about P.E. displays	2.6	3.3
28,29	Using P.E. facilities by community group	1.7	2.8
30,31	Entering athletic teams against other schools	2.7	3.7
32,33	Selection of extra-curricular activities	2.4	3.5
34,35	Selection of non-professional staff	1.6	2.7
36,37	Dismissal of non-professional staff	1.5	2.8

TABLE 3

COMPARISON OF MEANS IN PERCEIVED AND PREFERRED INVOLVEMENT BY SEX

Items	Perc. Means		Pref. Means		F Ratios		Inter-action
	Male	Female	Male	Female	Male Means vs Female Means	Perc. Means vs Pref. Means	
New Courses	1.8	1.8	3.2	3.2	0.1	231.9**	0.2
Activities offered	2.0	1.8	3.2	3.2	0.2	155.1**	0.2
P.E. compulsory/ optional	2.3	1.6	3.4	3.1	5.2*	68.6**	1.1
Improving P.E. Classes	2.2	1.7	3.3	3.2	3.5	119.1**	1.7
Instructional procedures	1.9	1.7	2.7	2.3	3.7	51.5**	1.2
Class schedules	1.6	1.3	2.7	2.2	4.5*	106.1**	0.9
Grade in P.E.	1.6	1.4	2.6	2.4	0.9	95.3**	0.2
Disciplinary procedures	1.7	1.6	2.8	2.6	0.9	97.3**	0.0
Purchasing P.E. equipment	1.5	1.4	2.5	2.3	1.1	80.0**	0.2
Monies from School Board	1.3	1.6	2.3	2.5	3.2	93.7**	0.2
Informing parents about P.E. displays	2.4	2.9	3.2	3.6	4.7*	55.2**	0.1

TABLE 3 (Continued)

Items	Perc. Means		Pref. Means		F Ratio		Inter-action
	Male	Female	Male	Female	Male Means vs Female Means	Perc. Means vs Pref. Means	
Using P.E. facilities by Community Group	1.7	1.7	2.7	2.8	0.1	84.0**	0.1
Entering athletic teams against other schools	2.8	2.6	3.7	3.6	0.3	73.0**	0.4
Selection of extra-curricular activities	2.4	2.6	3.4	3.6	0.8	103.0**	0.0
Selection of Non-professional staff	1.6	1.6	2.6	2.8	0.7	109.0**	1.2
Dismissal of Non-professional staff	1.6	1.5	2.8	2.6	0.9	93.4**	0.6

MALE: N = 70 FEMALE: N = 30
< .05* < .01** (dif. for all F ratios 1-98)

With regard to preferences, the females' preferred involvement in decision-making ranged from 2.2 to 3.6. This was interpreted to mean that the girls prefer that their decision-making involvement can be described as partial to predominant student involvement. The girls prefer themselves to be least involved in deciding class schedules (means of 2.2) and most involved in informing parents about physical education displays, entering athletic teams against other schools and selection of extra-curricular activities.

On the other hand the male perceived means in decision-making ranged from 1.3 to 2.8. It was evident that the boys perceived that their decision-making involvement can be described as minimal to almost equal involvement. The males perceived themselves to be least involved in requests to the School Board (mean of 1.3) and most involved in entering athletic teams against other schools (mean of 2.8). As regards preferences, the males' preferred involvement in decision-making ranged from 2.3 to 3.7. This was interpreted to mean that the males prefer that their decision-making involvement can be described as near equal to almost predominant student involvement. The boys prefer to be least involved in request for monies to the School Board (mean of 2.3) and most involved in entering athletic teams against other schools (mean of 3.7).

Significant F ratios on the question of compulsory versus optional physical education (F 5.2, d.f. 1-98 $p < 0.5$), the question of class schedules (F 4.5, d.f. 1-98 $p < .05$)

and the question of informing parents about physical education displays (F 4.7, d.f. 1-98 p < .05) indicate differences between males and females (perceived and preferred means were combined).

As mentioned above females perceived themselves least involved in preparing class schedules and most involved in informing parents about physical education displays. The source of the significant differences is therefore believed to be due to those direct observations. Concerning the question of involvement of compulsory versus optional physical education, male responses were higher than female responses in both perceived and preferred categories.

3(b) How did the level of school affect students' perceptions and preferences?

Level of School

The level of schools would be the senior high school versus the junior high school. With regard to the question of "optional and compulsory physical education" the perceived means versus the preferred means were significantly different at the .01 level. The much higher preferred scores by the senior high schools were seen as the reason for the significant interaction (F 4.50 d.f. 3-96 p < .01).

The item on "deciding class schedules" was also observed to be significantly different with regard to the perceived means and the preferred means at the .01 level. With regard to the question "of deciding class schedules" (F 3.19 d.f. 3-96 p < .05) the variance as can be seen from Table 4 is due to the fact that the preferred scores from the senior high schools were greater than the junior high schools.

3(c) How did the school in which students enrolled affect their perceptions and preferences?

Jasper Place: The perceived means for Jasper Place ranged from 1.1 to 2.7. This infers that the school perceived that the decision-making can be described as minimal to almost equal involvement. The school perceived itself least involved in, requestioning for monies to the School Board (mean of 1.1) and most involved in entering athletic teams against other schools (mean of 2.7).

From Table 4 it can be seen that there is only one significant F ratio in the analysis of the school main effect (F 5.1, d.f. 3-96 p < .01). The source for this difference appears to be the much lower perceived and preferred scores for Jasper Place on the question of "the use of facilities by the community". On all other items there were no significant differences between the schools.

Avalon Junior School: The perceived means for Avalon ranged from 1.2 to 2.6. This means that the school perceived that its decision-making can be described as minimal to almost equal involvement. The school perceived itself least involved in class schedules, award of grades in physical education,

TABLE 4

COMPARISON OF PERCEIVED AND PREFERRED MEANS BY EACH SCHOOL

Items	Means		Comparison of School Means	Perc. Means vs Pref. Means	Inter-action
	Perc.	Pref.			
New Courses 6 & 7					
Jasper Place	1.9	3.4	0.5	254.5**	3.91*
Kenilworth	2.2	3.0			
Avalon	1.6	3.2			
Queen E.	1.7	3.3			
Activities Offered 8 & 9					
Jasper Place	1.9	3.2	0.4	163.9**	2.4
Kenilworth	2.3	3.1			
Avalon	1.7	3.2			
Queen E.	1.8	3.3			
Physical Educ. Optional/ Compulsory 10 & 11					
Jasper Place	2.0	3.4	1.0	75.8**	4.5**
Kenilworth	2.6	2.9			
Avalon	1.6	3.2			
Queen E.	2.0	3.7			

TABLE 4 (Continued)

Items	Means Perc.	Means Pref.	Comparison of School Means	Perc. Means vs Pref. Means	Inter-action
Improving Physical Education Classes					
12 & 13					
Jasper	2.4	3.4			
Kenilworth	2.4	3.2			
Avalon	1.5	3.3	2.0	129.0**	4.0*
Queen E.	2.0	3.2			
Instructional Procedures					
14 & 15					
Jasper	1.8	2.7			
Kenilworth	2.2	2.6	1.1	52.2**	1.5
Avalon	1.6	2.4			
Queen E.	1.6	2.6			
Deciding Class Schedules					
16 & 17					
Jasper	1.6	3.0			
Kenilworth	1.6	2.2	1.7	113.3**	3.2*
Avalon	1.2	2.4			
Queen E.	1.2	2.7			
Deciding Grades in Physical Educ.					
18 & 19					
Jasper	1.7	2.3			
Kenilworth	1.6	2.5	1.7	98.4**	1.8
Avalon	1.2	2.4			
Queen E.	1.7	2.9			

TABLE 4 (Continued)

Items	Means Perc.	Means Pref.	Comparison of School Means	Perc. Means vs Pref. Means	Inter-action
Disciplinary Procedures 20 & 21					
Jasper	1.8	2.7			
Kenilworth	1.8	2.7	0.2	99.8**	1.5
Avalon	1.4	2.8			
Queen E.	1.7	2.7			
Spending Money on Physical Educ. Equipment 22 & 23					
Jasper	1.6	2.7			
Kenilworth	1.6	2.4	0.7	83.0**	2.0
Avalon	1.2	2.6			
Queen E.	1.5	2.2			
Requisition for Money from the School Board 24 & 25					
Jasper	1.1	2.2			
Kenilworth	1.5	2.2	1.0	94.1**	0.9
Avalon	1.4	2.5			
Queen E.	1.4	2.6			

TABLE 4 (Continued)

Items	Means Perc.	Means Pref.	Comparison of School Means	Perc. Means vs Pref. Means	Interaction
Informing Parents About Displays					
26 & 27					
Jasper	2.3	3.2			
Kenilworth	2.7	3.2	0.93	58.3**	2.5
Avalon	2.6	3.1			
Queen E.	2.6	3.7			
Use of Facilities by Community					
28 & 29					
Jasper	1.2	2.1			
Kenilworth	2.0	3.0			
Avalon	2.1	3.0	5.1**	84.2**	0.8
Queen E.	1.7	3.0			
Entering Athletic Teams Against Other Schools					
30 & 31					
Jasper	2.7	3.6			
Kenilworth	3.0	3.8			
Avalon	2.6	3.3	1.0	75.5**	1.9
Queen E.	2.6	4.0			

TABLE 4 (Continued)

Items	Means		Comparison of School Means	Perc. Means vs Pref. Means	Inter-action
	Perc.	Pref.			
Selection of Extra Curricular Activities					
32 & 33					
Jasper	2.2	3.4	2.3	112.2**	3.6*
Kenilworth	3.1	3.6			
Avalon	2.1	3.3			
Queen E.	2.4	3.6			
Selection of Non-Professional Staff					
34 & 35					
Jasper	1.5	2.6	1.5	106.1**	0.2
Kenilwroth	1.5	2.5			
Avalon	1.4	2.6			
Queen E.	1.8	3.0			
Dismissal of Non-Professional Staff					
36 & 37					
Jasper	1.5	2.7	1.5	93.1**	0.8
Kenilworth	1.9	2.8			
Avalon	1.2	2.6			
Queen E.	1.5	2.8			

< 0.5*   < 0.1**

(d.f. for all F ratios 3-96)

purchasing physical education equipment and the selection of non-professional staff (mean of 1.2) and most involved in, informing parents about physical education displays, entering athletic teams against other schools (mean of 2.6).

The item of "improving physical education classes" was observed to have a significant interaction effect. The very low perceived score (1.5) by Avalon Junior High School regarding the question of "improving physical education classes" was considered the source of the variance contributing to the significant interaction effect (F 4.00 d.f. 3-96 $p < .01$).

Kenilworth Junior School: The perceived means for Kenilworth Junior High School ranged from 1.5 to 3.1. It was interpreted to mean that the school perceived that its means can be described as partial to equal involvement. The school perceived least in, request for monies from the school board and the selection of non-professional staff (mean of 1.5 respectively) and most involved in, selection of extra-curricular activities (mean of 3.1).

Regarding the question of involvement in "deciding new courses" the significant interaction (F 3.91 d.f. 3-96 $p < .05$) was probably due to the fact that Kenilworth had evidenced the highest perceived means while at the same time indicated the lowest preferred means.

A significant interaction concerning the question of involvement in the selection of extra-curricular activities was also observed. This interference (F 3.56 d.f. 3-96 $p < .05$) was probably due to a much higher perceived score by Kenilworth Junior High School.

Queen Elizabeth: The perceived means for Queen Elizabeth ranged from 1.2 to 2.6. From this it was evident that the school perceived that its decision-making could be described as minimal to almost equal involvement. The school perceived itself least involved in class schedules (mean of 1.2) and most involved in, informing parents about physical education displays and entering teams against other schools (mean of 2.6).

In general the mean for preferred participation was significantly higher at the .01 level than the mean for perceived participation for all decision items. The observation on the school means was qualified by the tests of simple effects for those items having significant interactions as indicated in Table 4.

Test for simple effects and multiple comparisons of means on those items having significant interactions indicated the following.

(a) There was no difference between perceived and preferred participation in decisions associated with the question of whether physical education courses should be optional or compulsory for Kenilworth.

(b) The perceived mean for decisions as regards improving the quality of physical education classes was significantly lower for Avalon compared to the other three schools. Queen Elizabeth was also significantly lower compared with Jasper Place and Kenilworth.

(c) The preferred mean for decisions with regard to the establishment of the schools' class schedules was significantly higher for Jasper Place compared to the other three schools. The preferred mean was also significantly higher for the Senior High Schools compared to Junior High Schools.

(d) The perceived mean for decisions about the selection of activities for the extra-curricular program was significantly higher for Kenilworth compared to the three schools.

4. What do teachers now perceive and prefer students' decision-making involvement in selected areas of physical education to be?

From Table 5 it could be seen that the mean scores for staff perceived involvement in decision-making ranged from 1.1 to 2.8. It is evident that in general, the staff perceived that students involvement could be described as minimal to almost equal involvement. The staff perceived students to be least involved in preparing class schedules, deciding about receiving grades in physical education courses, purchasing physical education equipment, preparing budget for submission to the School Board and using physical education facilities by community group, (mean of 1.1 each). The staff perceived students most involved in informing parents about physical education displays (mean of 2.8).

From Table 5 it could be seen that the mean scores ranged from 1.3 to 3.3. It was interpreted to mean that in general, teachers preferred that students involvement in decision-making could be described as minimal to equal involvement. Teachers preferred students least involved in deciding class schedules and purchasing equipment (mean of 1.3 each) and most involved in informing parents about physical education displays (mean of 3.3).

COMPARATIVE ANALYSIS OF STUDENTS VS TEACHERS

Based on the analyses of variance summarized in Table 6, and in addition to tests for simple effects on those items yielding significant interactions, it was observed that the means of students were significantly higher than those of teachers for both perceived and preferred participation on all items except "in informing parents about physical education displays". On this item, students and teachers did not differ significantly in either perceived or preferred involvement.

From Table 6 as was expected, significant F ratios at the .01 level were attained on the perceived versus preferred involvement. Quite interestingly significant interactions (all at .01 level of significance) were obtained on some of the students' versus teachers' means.

TABLE 5

STAFF PERCEIVED AND PREFERRED MEANS

Decision-Making Items		Perceived Means	Preferred Means
6, 7	Deciding new courses in physical education	1.4	2.1
8, 9	Deciding kinds of activities to be offered	1.4	2.1
10,11	P.E. courses being compulsory/optional	1.2	2.0
12,13	Improving physical education classes	1.5	2.4
14,15	Deciding instructional procedures	1.2	1.7
16,17	Deciding class schedules	1.1	1.3
18,19	Receiving grades in P.E. courses	1.1	1.7
20,21	Disciplinary procedures	1.5	2.2
22,23	Purchasing physical education equipment	1.1	1.3
24,25	Request for monies from the School Board	1.1	1.4
26,27	Informing parents about P.E. displays	2.8	3.3
28,29	Using P.E. facilities by community groups	1.1	1.7
30,31	Entering athletic teams against other schools	2.2	2.7
32,33	Selection of extra-curricular activities	2.3	2.6
34,35	Selection of Non-Professional Staff	1.2	1.4
26,37	Dismissal of Non-Professional Staff	1.4	1.7

TABLE 6

COMPARISION OF PERCEIVED AND PREFERRED MEANS OF STUDENTS VS TEACHERS

Items	Means Perc.	Means Pref.	Comparison of Student Means vs Teacher Means	F. Ratios Perc. Means vs Pref. Means	Inter-action
New Courses in P.E. 6 & 7					
Student	1.8	3.2	18.4**	251.6**	8.7**
Teacher	1.4	2.1			
Activities to be Offered 8 & 9					
Student	1.9	3.2	23.7**	174.8**	7.4**
Teacher	1.4	2.1			
Courses Compulsory/ Optional 11 & 12					
Student	2.1	3.3	18.4**	76.9**	1.3
Teacher	1.2	2.0			
Improving P.E. Classes 13 & 14					
Student	2.1	3.3	13.7**	136.6**	1.9
Teacher	1.5	2.4			

TABLE 6 (Continued)

Items	Means Perc.	 Pref.	Comparison of Student Means vs Teacher Means	F. Ratios Perc. Means vs Pref. Means	Inter-action
Instructional Procedures					
14 & 15					
Student	1.8	2.6	15.9**	62.5**	1.0
Teacher	1.2	1.7			
Class Schedules					
16 & 17					
Student	1.5	2.6	17.0**	110.3**	12.4**
Teacher	1.1	1.3			
Grades in P.E.					
18 & 19					
Student	1.6	2.5	10.1**	106.6**	2.7
Teacher	1.1	1.7			
Disciplinary Procedures					
20 & 21					
Student	1.7	2.7	4.6*	113.1**	1.9
Teacher	1.5	2.2			
Purchasing Equipment					
22 & 23					
Student	1.5	2.5	18.8**	84.5**	9.1**
Teacher	1.1	1.3			

TABLE 6 (Continued)

Items	Means Perc.	 Pref.	Comparison of Student Means vs Teacher Means	F. Ratios Perc. Means vs Pref. Means	Interaction
Request for Monies					
24 & 25					
Student	1.4	2.4	12.5**	98.0**	9.2**
Teacher	1.1	1.4			
Informing Parents					
26 & 27					
Student	2.6	3.3	0.3	56.1**	1.6
Teacher	2.8	3.3			
Using Facilities by Community					
28 & 29					
Student	1.7	2.8	12.4**	93.6**	2.9
Teacher	1.1	1.7			
Entering Athletic Teams					
30 & 31					
Student	2.7	3.7	8.9*	79.1**	3.0
Teacher	2.2	2.7			

TABLE 6 (Continued)

Items	Means		Comparison of Student Means vs Teacher Means	F. Ratios Perc. Means vs Pref. Means	Inter-action
	Perc.	Pref.			
Selection of Extra-Curricular Activity					
32 & 33					
Student	2.4	3.5	4.3*	103.4**	8.4**
Teacher	2.3	2.6			
Non-Professional Staff					
34 & 35					
Student	1.6	2.7	19.8**	112.2**	11.2**
Teacher	1.2	1.4			
Dismissal of Non-Professional Staff					
36 & 37					
Student	1.5	2.8	9.6**	98.7**	9.4**
Teacher	1.4	1.7			

$< .05$* $< .01$**
(d.f. 1, 117)   (d.f. for all F ratios 1 and 117)

These interactions were shown in Table 6. In all cases the difference between perceived and preferred means for students (average 1.01 points) was significantly higher than the difference between perceived and preferred means for teachers (average .38 points). More details will be discussed in Chapter V.

5(a) What importance do students and teachers attach to selected areas of the physical education program?

From Table 7 it could be seen that the mean scores for the importance attached by students to their involvement in decision-making ranged from 2.72 to 3.99. This meant that students' importance attached to their involvement in decision-making could be described as moderate to considerable. Students attached least importance to preparing budgets for submission to the School Board (mean of 2.72) and attached most importance to improving the quality of physical education classes (mean of 3.99).

5(b) From Table 8 it could be seen that the mean scores for staff importance attached to student involvement in decision-making ranged from 1.58 to 3.89. This indicated that the staff importance attached to student involvement in decision-making could be described as slight to considerable. The staff attached least importance to class schedules (mean of 1.58) and attached most importance to informing parents about physical education displays (mean of 3.89).

TABLE 7

STUDENTS RANKING OF IMPORTANT DECISION-MAKING AREAS ACCORDING TO MEANS

Rank	Decision-Making Items	Means	Standard Deviation
1	Improving Physical Education	3.99	0.98
2	Entering Athletic Teams Against Other Schools	3.98	1.07
3	Extra-Curricular Activities	3.91	1.05
4	Activities Offered	3.85	0.91
5	New Courses in P.E.	3.78	0.91
6	P.E. Courses being Compulsory/Optional	3.62	1.17
7	Receiving Grades in P.E.	3.39	1.06
8	Disciplinary Procedures	3.36	1.00
9	Informing Parents About Displays	3.31	1.18
10	Selection of Non-Professional Staff	3.25	1.18
11	Instructional Procedures	3.22	0.96
12	Dismissal of Non-Professional Staff	3.16	1.28
13	Using Facilities by Community	3.15	1.31
14	Purchasing P.E. Equipment	3.01	1.13
15	Class Schedules	2.98	1.26
16	Request for Monies	2.72	1.29

TABLE 8

TEACHERS RANKING OF IMPORTANT DECISION-MAKING AREAS ACCORDING TO MEANS

Rank	Decision-Making Items	Means	Standard Deviation
1	Informing Parents about P.E.	3.89	1.20
2	Extra-Curricular Program	3.63	1.34
3	Entering Athletic Teams	3.32	1.25
4	Improving Physical Education	3.21	1.27
5	New Courses in P.E.	3.11	0.81
6	Activities to be Offered	3.05	0.91
7	Disciplinary Procedures	2.74	1.10
8	Physical Education Compulsory/Optional	2.52	1.02
9	Receiving Grades in P.E.	2.47	1.02
10	Instructional Procedures	2.37	1.01
11	Using Facilities by Community	2.26	1.28
12	Purchasing Physical Education Equipment	2.00	1.15
13	Selection of Non-Professional Staff	1.95	1.13
14	Dismissal of Non-Professional Staff	1.95	0.99
15	Request for Monies	1.89	0.58
16	Class Schedules	1.58	0.96

The Addendum

Part IV of the questionnaire was an addendum. Respondents were encouraged to comment or add to decision-making items which had not been used in the questionnaire. A total of twenty-three people responded of which five were teachers and eighteen were students. Some additional decision-making items were suggested and certain items included in the investigation were supported.

Discussion

Five respondents reported that students should be involved in the "number and kinds of courses to be offered". These views strongly supported the inclusion of decisions associated with the number and kinds of courses to be offered.

Again this observation was an indication that students were most concerned with curricular decisions. One respondent expressed the concern that he would like to be involved in the decision about the selection of non-professional staff. This concern suggested that school students recognize the importance of competency, especially for instructors.

Three respondents supported the view that students should be involved in decisions about "entering athletic teams against other schools". These students expressed special concern for the parameters of certain activities to be established first, i.e. interscholastics, then the participants should have as much say as possible in how the team would function.

These observations indicated the nature of involvement expected from students. The observations also supported the inclusion of the item on "interscholastics" in the investigation. Furthermore, two respondents stated their concerns for Time Table schedules. These views support the inclusion of"Time Table schedules" in the investigation and in addition indicated that students recognize that time units for physical education are adequate, inadequate or ill-timed.

One student reported in favour of community use of school facilities after school hours but advocated better supervision and organization than was presently being done in most schools. Two students opposed extra-curricular activity such as camping because the time for it encroached on the curricular time table.

This concern was an indication that students recognized the fact that extra-curricular activities arranged during class hours would hinder other class subjects. One student expressed great concern about physical education expenditure. This comment suggested that students are curious about the breakdown of physical education expenditure.

The knowledge of the expenditure breakdown could lead to better understanding and might resolve revolutionary crises arising from misappropriation of funds.

Three respondents suggested additional decision-making items in which students could become involved. These included:

1. The formation of policies to increase transportation facilities.

2. The formation of policies that could make physical education dress optional.

3. Opportunity to watch professional players perform.

All replies to part IV (addendum) can be found in Appendix E.

CHAPTER V

SUMMARY AND CONCLUSIONS

The Problem

This research was an attempt to gather data and investigate the issue of student participation in the decision-making processes within the physical education curriculum at the secondary school level. In order to facilitate the study, research questions were drawn up to investigate both student and staff perceptions of student involvement in sixteen decision-making areas (see P. 47).

Literature Review

Literature from various areas of participation in organizational decision-making was used to discuss student involvement in the school administration. Specifically, literature pertaining to the following areas were discussed.

(1) Psychological and human resources perspectives of participation.

(2) Human resources concepts of control, power and communications.

(3) Application of participative concepts to Education and Physical Education.

Methodology

A four-part questionnaire was developed for the purpose of the study.

Part I of the questionaire collected personal data on students and staff.

Part II of the questionnaire analyzed the perceived and preferred involvement of students in sixteen critical areas.

Part III of the questionnaire was related to the importance of students' involvement.
The questions were designed to determine the degree of importance attached to student involvement by students and teachers.

Part IV of the questionnaire was an addendum. In this part students and faculty members were asked to comment or provide additional information that they felt was relevant.

Data Analysis

The treatment of the data generated by the questionnaire was limited to a grading of perceived and preferred involvement in the sixteen decision-making areas by students, and the grading of staff assessment of that involvement. The data was recorded as details shown in Chapter IV.

Findings

In general, students perceived that their involvement in decision-making can be described as minimal to almost equal involvement. Students perceived themselves to be least involved in preparing budget items for submission to the School Board and most involved in decisions to enter athletic teams against other schools.

(2) Students preferred that their involvement in decision-making could be described as equal involvement to almost predominant student involvement.

(3) The girls perceived that their decision-making involvement could be described as minimal to almost equal involvement and perceived themselves to be least involved in preparing class schedules and most involved in informing parents about physical education displays.

(4) The boys perceived that their decision-making involvement could be described as minimal to almost equal involvement and perceived to be least involved in preparing budget for submission to the School Board and most involved in entering athletic teams against other schools.

(5) The two senior high schools, Jasper Place and Queen Elizabeth had almost the same degree of perceived and preferred means with Avalon Junior High School. The perceptions and preferences in Kenilworth Junior High School differed from other schools significantly. Preferred means were significantly higher in the senior high schools compared with the junior schools. Jasper Place High School perceived that its involvement in decision-making could be described as minimal to almost equal. Jasper Place, perceived itself least involved in preparing budget for submission to the School Board and most

involved in entering athletic teams against other schools.

(6) Avalon Junior High School perceived itself least involved in class schedules, award of grades in physical education, purchasing physical education equipment, selection of non-professional staff, and most involved in informing parents about physical education displays and entering athletic teams against other schools.

(7) Students in the sample from Queen Elizabeth High School perceived themselves least involved in class schedules and most involved in informing parents about physical education displays and entering teams against other schools.

(8) Kenilworth Junior High School perceived itself least involved in preparing the budget for submission to the School Board, the selection of non-professional staff, and most involved in selection of extra-curricular activities.

(9) The teachers of physical education perceived that their perceptions of student involvement could be described as minimal to almost equal. The staff perceived the students to be least involved in preparing class schedules, deciding about receiving grades in physical education courses, purchasing physical education equipment, preparing the budget for submission to the School Board and the use of physical education facilities by the community. The teachers perceived students most involved in informing parents about physical education displays.

(10) Students' importance attached to their involvement in decision-making could be described as of moderate to considerable. The students attached least importance to preparing the budget for submission to the School Board and attached most importance to improving the quality of physical education classes.

(11) The staff importance attached to student involvement could be described as slight to considerable. The teachers of physical education attached the least importance to class schedules and the most importance to informing parents about physical education displays.

CONCLUSION

In general, the results of the questionnaire indicated that students would generally prefer a higher level of involvement in decision-making activities in the physical education programs of the four Edmonton High Schools surveyed. The perceived involvement of students was consistently lower than preferred involvement and at the same time was higher than the teachers' rating of student involvement. In addition, the preferred involvement of students as assessed by teachers was much lower than the preferred involvement expressed by students.

Although more student involvement was preferred, it was higher than the teachers preferred the students' role to be. The reluctance of teachers to see more involvement because of the possibility of a loss of power; seemed to be indicated. This would tend to contradict Tannenbaum's reference (7:98) that suggests power is "additive and expanding."

The conclusion with respect to sex differences is that females, in general, perceived themselves as being less involved in the decision-making process and less desirous of participating in the decision-making process in comparison to males. This conclusion would appear to be consistent with the traditional societal patterning of the sexual role.

The conclusions to be reached by this study were that the levels of perceived and preferred involvement on the part of students generally diverged and that students would almost consistently prefer a higher level of involvement.

It should be pointed out that the results of this study are specifically limited to the schools in the Edmonton area.

SUGGESTIONS FOR FURTHER STUDY

Those patterns and relationships brought out by this research are indefinite. Notwithstanding this research opened areas of potential investigation for the future. It would be important to determine those areas which students would select as being important decision-making areas. The questions presented to the students were chosen and scaled by adults while a questionnaire based upon open-ended interviewing technique and employing questions raised by students might give an entirely different picture of the decision-making process.

The following suggestions are made for further study:

(1) A similar comparative study might be completed for two Senior High Schools in Edmonton.

(2) A similar but comparative study could be made on two Junior High Schools in Edmonton.

(3) Further studies could be made to investigate the opinions of physical education teachers and parents on what they believe should be the students perceived and preferred degree of involvement in decision-making processes.

(4) A further study could attempt to compare the opinions of physical education teachers, parents and students regarding the degree of involvement in decision-making process.

(5) A further study could be made based upon open-ended interviewing techniques and employing questions raised by students.

(6) A similar study could be conducted in another city in Canada or in other parts of the world, in order to determine general implications of student participation in decision-making within physical education.

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APPENDICES

APPENDIX A

LETTERS TO TEACHERS IN COOPERATING SCHOOLS

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA T6G 0X6

22nd January 1974

DEPARTMENT OF EDUCATIONAL SERVICES

Mr. Jurgen vonSchilling
Jasper Place Composite High School
8950 - 163 Street
Edmonton, Alberta

Dear Jurgen:

This letter is two-fold; it is to serve as a request and as an introduction.

I wish on behalf of Ezekiel Esimike (a graduate student from Nigeria) to request your permission for him to arrange to meet with your physical education staff at their mutual convenience.

Mr. Esimike is proposing to study the "Theory of Democratic Administration in Physical Education" as his thesis topic so that upon his return to Nigeria he may be able to apply the knowledge he gains through his study to physical education programs in his developing country.

If any questions arise, please do not hesitate to write or phone.

Sincerely

D. Sande, Assistant Professor

DS*hs

Phone: 432-3837 (office)
434-6076 (home)

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA T6G 0X6

22nd January 1974

DEPARTMENT OF EDUCATIONAL SERVICES

Mr. Bruce Shields
Physical Education Department
Kenilworth Junior High School
7005 - 89 Avenue
Edmonton, Alberta

Dear Bruce:

This letter is two-fold; it is to serve as a request and as an introduction.

I wish on behalf of Ezekiel Esimike (a graduate student from Nigeria) to request your permission for him to arrange to meet with your physical education staff at their mutual convenience.

Mr. Esimike is proposing to study the "Theory of Democratic Administration in Physical Education" as his thesis topic so that upon his return to Nigeria he may be able to apply the knowledge he gains through his study to physical education programs in his developing country.

If any questions arise, please do not hesitate to write or phone.

Sincerely

D. Sande, Assistant Professor

DS*bs

Phone: 432-3837 (office)
434-6076 (home)

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA T6G 0X6

22nd January 1974

DEPARTMENT OF EDUCATIONAL SERVICES

Mr. W. Sharek, Principal
Queen Elizabeth Composite High School
9425 - 132 Avenue
Edmonton, Alberta

Dear Mr. Sharek:

This letter is two fold; it is to serve as a request and as an introduction.

I wish on behalf of Ezekiel Esimike (a graduate student from Nigeria) to request your permission for him to arrange to meet with your physical education staff at their mutual convenience.

Mr. Esimike is proposing to study the "Theory of Democratic Administration in Physical Education" as his thesis topic so that upon his return to Nigeria he may be able to apply the knowledge he gains through his study to physical education programs in his developing country.

If any questions arise, please do not hesitate to write or phone.

Sincerely

D. Sande, Assistant Professor

DS*hs

Phone: 432-3837 (office
434-6076 (home)

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA
T6G 0X6

DEPARTMENT OF EDUCATIONAL SERVICES

January 22nd, 1974.

Mr. D. W. Annesley,
Avalon Junior High
5425 - 114th Street,
Edmonton, Alberta.

Dear Mr. Annesley:

This letter is two-fold; it is to serve as a request and as an introduction.

I wish on behalf of Ezekiel Esimike (a graduate student from Nigeria) to request your permission for him to arrange to meet with your physical education staff at their mutual convenience.

Mr. Esimike is proposing to study the "Theory of Democratic Administration in Physical Education" as his thesis topic so that upon his return to Nigeria he may be able to apply the knowledge he gains through his study to physical education programs in his developing country.

If any questions arise, please do not hesitate to write or phone.

Sincerely

D. Sande, Assistant Professor

DS*hs

Phone: 432-3837 (office)
434-6076 (home)

APPENDIX B

APPROVAL LETTER

EDMONTON PUBLIC SCHOOLS
10010 - 107A Avenue Edmonton Alberta T5H 0Z8 Telephone (403) 429-5621

Board of Trustees
Mr. James F. Falconer
Chairman
Mrs. Lois N. Campbell
Mr. R. Herbert Jamieson
Mr. R. Vernon Johnson
Mr. Donald W. Kennedy
Dr. John G. Paterson
Mrs. Edith Rogers

Administrative Staff
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Superintendent
Mr. T. W. Meen
Secretary-Treasurer
Mr. J. H. Finlay
Associate Superintenden
Mr. G. P. Nicholson
Associate Superintenden

February 28, 1974

Mr. W. A. Kiffiak
Administrative Assistant
Division of Field Experiences
University of Alberta
EDMONTON, Alberta

Dear Mr. Kiffiak

Re: RESEARCH REQUEST - E. E. Esimke

The above project has been approved on a permissive basis following examination by our department and consultation with Dr. H. Hohol, Supervisor of Physical Education. The approval is subject to the condition that questions number 7 and 9 on the "Student and Faculty Participation in School Physical Education Administration" questionnaire be revised. In their present format both the former questionnaire items are unlikely to elicit valid information.

Mr. Esimke should now contact the following principals to obtain final approval and make the arrangements necessary for conducting the project:

Mr. D. Annesley, principal, Avalon Junior High (434-8402)
Mr. S. Hansen, principal, Kenilworth Junior High (466-2104)
Mr. E. Meyer, principal, Jasper Place Composite (484-5581)
Mr. W. Sharek, principal, Queen Elizabeth Composite (476-8671).

I would appreciate receiving a copy of the results of the study as soon as they are available.

Sincerely

Tom

Tom Blowers, Ph.D.
Director of Research
Research & Evaluation

TAB/ks
c.c. Dr. W. D. Smith
E. E. Esimke
D. Annesley
S. Hansen
E. Meyer
W. Sharek
Dr. H. Hohol

APPENDIX C

STUDENT QUESTIONNAIRE

STUDENTS' QUESTIONNAIRE

STUDENT/STAFF PARTICIPATION IN PHYSICAL EDUCATION DECISION MAKING PROCESSES AT SECONDARY SCHOOL LEVEL

PART 1 PERSONAL INFORMATION

Indicate your responses to questions 1-5 by checking the square which represents your choice on the sheet.

1. With which of the following schools are you associated?
   - Jasper Place Composite High School Edmonton.................... ☐
   - Kenilworth Junior High School Edmonton.......................... ☐
   - Avalon Junior High School Edmonton.............................. ☐
   - Queen Elizabeth Composite High School Edmonton.................. ☐

2. In which of these grades are you registered?
   - Grade 7... ☐
   - " 8... ☐
   - " 9... ☐
   - " 10.. ☐
   - " 11.. ☐
   - " 12.. ☐

3. Indicate your sex:
   - Male.. ☐
   - Female.. ☐

4. How old are you?
   - 10 yrs.. ☐
   - 11 " .... ☐
   - 12 " .... ☐
   - 13 " .... ☐
   - 14 " .... ☐
   - 15 " .... ☐
   - 16 " .... ☐
   - 17 " .... ☐
   - 18 " .... ☐
   - 19 " or older... ☐

5. Which of the following best describes you? (Check one only).
   - a student interested in physical education...................... ☐
   - a student not interested in physical education.................. ☐
   - a very active student holding an office in the Students Union or other school committees on physical education...... ☐

PART II PERCEIVED AND PREFERRED STUDENT/STAFF PARTICIPATION IN PHYSICAL EDUCATION DECISION MAKING PROCESSES.

The following questions have been designed to determine the extent to which school students are perceived presently to be involved in making certain decisions which are relevant to physical education and the extent to which school students prefer to be involved in making those decisions.

In responding to each question, encircle the coding which represents your choice. Each question has two parts; the code letters represent the same categories for each part of a particular question. The coded categories are as follows:

T	entirely by students
SF	predominantly by students, in consultation with faculty
E	about equally, students and faculty sharing the involvement
FS	partially by students, with control vested predominantly in faculty
M	minimally by students, or not at all

Example

In deciding about the purchase of new equipment for the Department of Physical Education, to what extent do you believe that

(1) students ARE PRESENTLY involved? T SF E FS [✓ M]

(2) students SHOULD BE involved? T SF [✓ E] FS M

In the first response, the answer has indicated that students have minimal or no involvement in making the decision. In the second response, the answer has indicated that students should have involvement which is equally shared by themselves and the faculty. Faculty, throughout the course of this section of the questionnaire, refers to the administration and the instructional staff of the school considered together.

Beginning on the next page, answer questions 6 through 37 in the manner which has been described.

In deciding about new courses in physical education, to what extent do you believe that,

6. students are presently involved? T SF E FS M
7. students should be involved? T SF E FS M

In deciding the number and kinds of activities to be offered within the physical education programs of study, to what extent do you believe that,

8. students are presently involved? T SF E FS M
9. students should be involved? T SF E FS M

In deciding whether physical education courses should be optional or compulsory, to what extent do you believe that,

10. students are presently involved? T SF E FS M
11. students should be involved? T SF E FS M

In deciding how to improve the quality of physical education classes, to what extent do you believe that,

12. students are presently involved? T SF E FS M
13. students should be involved? T SF E FS M

In deciding about instructional procedures in specific activities in physical education classes, to what extent do you believe that,

14. students are presently involved? T SF E FS M
15. students should be involved? T SF E FS M

In deciding about the establishment of the school's class schedules (timetable for example), to what extent do you believe that,

16. students are presently involved? T SF E FS M
17. students should be involved? T SF E FS M

In deciding about how students receive grades in physical education classes, to what extent do you believe that,

18. students are presently involved? T SF E FS M
19. students should be involved? T SF E FS M

In deciding about the establishment of rules, regulations and disciplinary procedures for the students within physical education, to what extent do you believe that,

20. students are presently involved? T SF E FS M
21. students should be involved? T SF E FS M

In deciding about the spending of money for physical education equipment and supplies, to what extent do you believe that,

22. students are presently involved? T SF E FS M

23. students should be involved? T SF E FS M

In deciding about the school's request for monies from the School Board, to what extent do you believe that,

24. students are presently involved? T SF E FS M

25. students should be involved? T SF E FS M

In deciding about informing parents and the public about physical education displays and activities (for example, Education Week, Home and School demonstrations, etc.) to what extent do you believe that,

26. students are presently involved? T SF E FS M

27. students should be involved? T SF E FS M

In deciding about the use of physical education facilities by various community groups for afternoon or evening use, to what extent do you believe that,

28. students are presently involved? T SF E FS M

29. students should be involved? T SF E FS M

In deciding whether to enter athletic teams against other schools, to what extent do you believe that,

30. students are presently involved? T SF E FS M

31. students should be involved? T SF E FS M

In deciding about the selection of activities for the extra-curricular program (for example, house leagues, interschool sports, etc.) to what extent do you believe that,

32. students are presently involved? T SF E FS M

33. students should be involved? T SF E FS M

In deciding about the selection of non-professional staff (for example, non-teacher coaches), to what extent do you believe that,

34. students are presently involved? T SF E FS M

35. students should be involved? T SF E FS M

In deciding about the dismissal of non-professional staff (for example, non-teacher coaches), to what extent do you believe that,

36. students are presently involved? T SF E FS M

37. students should be involved? T SF E FS M

PART III IMPORTANCE OF INVOLVEMENT

The following questions have been designed to determine the amount of importance students and staff attach to joint participation in decision making which is relevant to physical education.

In responding to each question, encircle the coding which represents your choice.

The categories together with their code letters are as follows:

H	of high importance to you
C	of considerable importance to you
M	of moderate importance to you
S	of slight importance to you
L	of little or no importance to you

Example

Of what importance to you is students' involvement?

In making a decision about the purchase of new equipment for the Department of Physical Education.

H [✓ C] M S L

In this response, the answer has indicated that involvement in making this particular decision is of considerable importance.

Please answer the following questions in the manner which has been described.

---

38. Of what importance to you is students' involvement?

In making a decision about new courses in physical education.

H C M S L

---

39. Of what importance to you is students' involvement?

In making a decision about the number and kinds of activities to be offered within the physical education programs of study.

H C M S L

---

40. Of what importance to you is students' involvement?

In making a decision about whether physical education courses should be optional or compulsory.

H C M S L

---

41. Of what importance to you is students' involvement?

In making a decision about how to improve the quality of physical education classes.

H C M S L

---

42. Of what importance to you is students' involvement?

In making a decision about instructional procedures in specific activities in physical education classes.

H C M S L

43. Of what importance to you is students' involvement?

In making a decision about the establishment of the school's class schedules (timetable, for example). H C M S L

---

44. Of what importance to you is students' involvement?

In making a decision about how students receive grades in physical education classes. H C M S L

---

45. Of what importance to you is students' involvement?

In making a decision about the establishment of rules, regulations and disciplinary procedures for the students within physical education. H C M S L

---

46. Of what importance to you is students' involvement?

In making a decision about the spending of money for physical education equipment and supplies. H C M S L

---

47. Of what importance to you is students' involvement?

In making a decision about the school's request for money from the School Board. H C M S L

---

48. Of what importance to you is students' involvement?

In making a decision about informing parents and the public about physical education displays and activities (for example-Education Week, Home and School demonstrations, etc.). H C M S L

---

49. Of what importance to you is students' involvement?

In making a decision about the use of physical education facilities by various community groups for afternoon or evening use. H C M S L

---

50. Of what importance to you is students' involvement?

In making a decision about whether to enter athletic teams against other schools. H C M S L

---

51. Of what importance to you is students' involvement?

In making a decision about the selection of the activities for the extra-curricular program (for example, house leagues, interschool sports, etc.). H C M S L

---

52. Of what importance to you is students' involvement?

In making a decision about the selection of non-professional staff (for example, non-teacher coaches). H C M S L

---

53. Of what importance to you is students' involvement?

In making a decision about the dismissal of non-professional staff (for example, non-teacher coaches). H C M S L

PART IV ADDENDUM

If there are any other issues in which you feel students should have a part in making relevant decisions, please indicate them in the space below.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX D

STAFF QUESTIONNAIRE

STAFF QUESTIONNAIRE

STUDENT/STAFF PARTICIPATION IN PHYSICAL EDUCATION DECISION MAKING PROCESS AT SECONDARY SCHOOL LEVEL

PART I PERSONAL INFORMATION

Indicate your responses to questions 1-5 by checking the square which represents your choice on the sheet.

1. With which of the following schools are you associated?

Jasper Place Composite High School Edmonton.................... ☐

Kenilworth Junior High School Edmonton........................ ☐

Avalon Junior High School Edmonton............................ ☐

Queen Elizabeth Composite High School Edmonton................ ☐

---

2. For how many years have you taught in a Junior or Senior High School?.. ☐☐

For how many years have you taught in your present school?..... ☐☐

---

3. Indicate your sex:

Male.. ☐

Female.. ☐

---

4. How old are you?

21 - 25... ☐

26 - 30... ☐

31 - 35... ☐

36 - 40... ☐

41 or over.. ☐

---

5. Does your school have:

	Yes	No
An athletic council (or other similar group) in which students and staff plan extracurricular programs?........................	☐	☐
If yes, are you a member of the council? (or similar group)?...	☐	☐

PART II PERCEIVED AND PREFERRED STUDENT/STAFF PARTICIPATION IN PHYSICAL EDUCATION DECISION MAKING PROCESSES.

The following questions have been designed to determine the extent to which school students are perceived presently to be involved in making certain decisions which are relevant to physical education and the extent to which school students prefer to be involved in making those decisions.

In responding to each question, encircle the coding which represents your choice. Each question has two parts; the code letters represent the same categories for each part of a particular question. The coded categories are as follows:

T	entirely by students
SF	predominantly by students, in consultation with faculty
E	about equally, students and faculty sharing the involvement
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M	minimally by students, or not at all

Example

In deciding about the purchase of new equipment for the Department of Physical Education, to what extent do you believe that

(1) students ARE PRESENTLY involved? T SF E FS [✓ M]

(2) students SHOULD BE involved? T SF [✓ E] FS M

In the first response, the answer has indicated that students have minimal or no involvement in making the decision. In the second response, the answer has indicated that students should have involvement which is equally shared by themselves and the faculty. Faculty, throughout the course of this section of the questionnaire, refers to the administration and the instructional staff of the school considered together.

Beginning on the next page, answer questions 6 through 37 in the manner which has been described.

In deciding about new courses in physical education, to what extent do you believe that,

6. students are presently involved? T SF E FS M
7. students should be involved? T SF E FS M

In deciding the number and kinds of activities to be offered within the physical education programs of study, to what extent do you believe that,

8. students are presently involved? T SF E FS M
9. students should be involved? T SF E FS M

In deciding whether physical education courses should be optional or compulsory, to what extent do you believe that,

10. students are presently involved? T SF E FS M
11. students should be involved? T SF E FS M

In deciding how to improve the quality of physical education classes, to what extent do you believe that,

12. students are presently involved? T SF E FS M
13. students should be involved? T SF E FS M

In deciding about instructional procedures in specific activities in physical education classes, to what extent do you believe that,

14. students are presently involved? T SF E FS M
15. students should be involved? T SF E FS M

In deciding about the establishment of the school's class schedules (timetable for example), to what extent do you believe that,

16. students are presently involved? T SF E FS M
17. students should be involved? T SF E FS M

In deciding about how students receive grades in physical education classes, to what extent do you believe that,

18. students are presently involved? T SF E FS M
19. students should be involved? T SF E FS M

In deciding about the establishment of rules, regulations and disciplinary procedures for the students within physical education, to what extent do you believe that,

20. students are presently involved? T SF E FS M
21. students should be involved? T SF E FS M

In deciding about the spending of money for physical education equipment and supplies, to what extent do you believe that,

22. students are presently involved? T SF E FS M
23. students should be involved? T SF E FS M

In deciding about the school's request for monies from the School Board, to what extent do you believe that,

24. students are presently involved? T SF E FS M
25. students should be involved? T SF E FS M

In deciding about informing parents and the public about physical education displays and activities (for example, Education Week, Home and School demonstrations, etc.) to what extent do you believe that,

26. students are presently involved? T SF E FS M
27. students should be involved? T SF E FS M

In deciding about the use of physical education facilities by various community groups for afternoon or evening use, to what extent do you believe that,

28. students are presently involved? T SF E FS M
29. students should be involved? T SF E FS M

In deciding whether to enter athletic teams against other schools, to what extent do you believe that,

30. students are presently involved? T SF E FS M
31. students should be involved? T SF E FS M

In deciding about the selection of activities for the extra-curricular program (for example, house leagues, interschool sports, etc.) to what extent do you believe that,

32. students are presently involved? T SF E FS M
33. students should be involved? T SF E FS M

In deciding about the selection of non-professional staff (for example, non-teacher coaches), to what extent do you believe that,

34. students are presently involved? T SF E FS M
35. students should be involved? T SF E FS M

In deciding about the dismissal of non-professional staff (for example, non-teacher coaches), to what extent do you believe that,

36. students are presently involved? T SF E FS M
37. students should be involved? T SF E FS M

PART III IMPORTANCE OF INVOLVEMENT

The following questions have been designed to determine the amount of importance students and staff attach to joint participation in decision making which is relevant to physical education.

In responding to each question, encircle the coding which represents your choice.

The categories together with their code letters are as follows:

H	of high importance to you
C	of considerable importance to you
M	of moderate importance to you
S	of slight importance to you
L	of little or no importance to you

Example

Of what importance to you is students' involvement?

In making a decision about the purchase of new equipment for the Department of Physical Education. H [✓ C] M S L

In this response, the answer has indicated that involvement in making this particular decision is of considerable importance.

Please answer the following questions in the manner which has been described.

---

38. Of what importance to you is students' involvement?

In making a decision about new courses in physical education. H C M S L

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39. Of what importance to you is students' involvement?

In making a decision about the number and kinds of activities to be offered within the physical education programs of study. H C M S L

---

40. Of what importance to you is students' involvement?

In making a decision about whether physical education courses should be optional or compulsory. H C M S L

---

41. Of what importance to you is students' involvement?

In making a decision about how to improve the quality of physical education classes. H C M S L

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42. Of what importance to you is students' involvement?

In making a decision about instructional procedures in specific activities in physical education classes. H C M S L

43. Of what importance to you is students' involvement?

In making a decision about the establishment of the school's class schedules (timetable, for example). H C M S L

44. Of what importance to you is students' involvement?

In making a decision about how students receive grades in physical education classes. H C M S L

45. Of what importance to you is students' involvement?

In making a decision about the establishment of rules, regulations and disciplinary procedures for the students within physical education. H C M S L

46. Of what importance to you is students' involvement?

In making a decision about the spending of money for physical education equipment and supplies. H C M S L

47. Of what importance to you is students' involvement?

In making a decision about the school's request for money from the School Board. H C M S L

48. Of what importance to you is students' involvement?

In making a decision about informing parents and the public about physical education displays and activities (for example-Education Week, Home and School demonstrations, etc.). H C M S L

49. Of what importance to you is students' involvement?

In making a decision about the use of physical education facilities by various community groups for afternoon or evening use. H C M S L

50. Of what importance to you is students' involvement?

In making a decision about whether to enter athletic teams against other schools. H C M S L

51. Of what importance to you is students' involvement?

In making a decision about the selection of the activities for the extra-curricular program (for example, house leagues, interschool sports, etc.). H C M S L

52. Of what importance to you is students' involvement?

In making a decision about the selection of non-professional staff (for example, non-teacher coaches). H C M S L

53. Of what importance to you is students' involvement?

In making a decision about the dismissal of non-professional staff (for example, non-teacher coaches). H C M S L

PART IV ADDENDUM

If there are any other issues in which you feel students should have a part in making relevant decisions, please indicate them in the space below.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX E

ADDENDUM

ADDENDUM

TEACHERS' SUGGESTIONS

Kenilworth Teachers

1. Many of our grade 9 students would be able to function effectively in a joint decision-making atmosphere - but the grade 7 and 8 do not have the experience to be too effective yet. Hopefully, then experience in Junior High will allow the insight for these decisions in Senior High and later in life.

2. With maturity the student can take on more responsibilities, and I believe this is desirable. Too much freedom and too many responsibilities at an early age are perhaps as detrimental as too little freedom of choice and no responsibilities.

Avalon Teachers

3. Optional dress.

Jasper Place Teachers

4. I feel that High School students are very unrealistic in many areas. For example they would all like to take sailing but they do not realize the cost and organizational and instructional time necessary for such an endeavor. They do however contribute many good ideas which the physical education staff is willing to consider.

5. Once parameters for a certain activity have been set, i.e. interschool football, then the participants should have as much say in how the team will function.

STUDENTS' SUGGESTIONS

Queen Elizabeth Students

6. I think if students are not chosen to enter physical education 20, they should be able to participate in other activities.

7. Not take part in an activity, which will hinder other class satisfaction, i.e. camping during school days.

8. Transportation facilities length of different units, suggestions on what activities to include in the class.

9. I wish to know where my money is being spent. It's disturbing me to not know. Let us know.

10. If a guy is not good in one sport he should be able to take something else.

11. I would get to stress the fact I don't agree too much with community use of school facilities unless they were taken better care of.

Avalon Students

12. Want lacross, skiing (hot dogging & racing).

13. We should get some decisions in what we want to take, if we took some of the sports we wanted the gym would be more enjoyable.

Kenilworth Students

14. I should be able to have a choice in physical education teachers.

15. I think the gym should be opened in the evenings so that anyone from the school who wishes to practice basketball etc. can go and play instead of always having the community filling it up.

16. Students opinions on marks depends on how hard they worked.

17. I think the student should be able to go on any team on any sport and not be punished.

18. Have a special chance to see professional players perform.

19. What you should wear for physical education and the conditions for physical education, should be optional.

20. I think what you wear should be optional, just shorts and T-shirt, should not have to be the right colour or brand name.

Jasper Place Students

21. I believe athletes in school have some say on who makes a team and who starts a game because the athletes know just as well or better than some coaches on who is capable of playing any particular position.

22. Students should play an active part in choosing how long to spend on activities in their courses and on choosing field trips.

23. Want decision on which people should be a team.

In summary, it is interesting to note that some teachers and students experessed additional concern for eight decision items:

(i) Entering athletic teams against other schools.
(ii) Kinds of activities to be offered.
(iii) Extra-curricular activities.
(iv) Purchasing physical education equipment.
(v) Use of Physical Education facilities by community groups.
(vi) Selection of Non-Professional coaches.
(vii) Award of grades in Physical Education.
(viii) Time Table schedules.